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| **COLEGIO COLOMBO BRITÁNICO**  **SCHOOL YEAR 2013-2014**  **LEARNING EXPERIENCE PLANNER** | | | | | | | | | | | |
| **Grade:** Kinder | | **Unit: How the World Works - Discipline specific Subject - Maths** | | | | | **Driving  Supporting** **Discipline-Specific** | | | | |
| **Modality**  Visual  Kinaesthetic  Auditive | **Style**  Mastery  Understanding  Interpersonal  Self-expressive | | **Intelligences** | | | | | **ASSESSMENT**  DiagnosticFormative Summative | | | |
| Visual-Spatial  Verbal-Linguistic  Kinaesthetic  Logical-Mathematical | | Musical  Interpersonal  Intrapersonal  Naturalistic | | | **Strategies**  Observation  Performance Assessment  Process-focused  Selected response  Open-ended Task  Other | | **Tools**  Rubric  Exemplars  Checklist  Anecdotal Records  Continuum  Other | |
| **Achievement Indicators:**   * Identifies measurable attributes of objects ( length ) * Compares and measures length (short, long) with non-standard units to solve daily life situation. | | | | | | **Skills:** observing, thinking. | | | | | |
| **Materials:** Different objects to measure length and non-standard units of measurement: clips, markers, crayons, pencils, rubbers, etc. | | | | | | **Grouping**  Individual  Pairs  Small group  Half group  Whole group | | | **Co-teaching** | | |
| **Whole group**  One teach-one drift  One teach-one observe  One teach-one assist  Team-teaching | | **Small Group**  Alternative  Parallel  Stations |
| **Date: Week 8 Sept. 30-Oct.4** | | | | **Time: 45 min. ½ group** | |
| **Description** | | | | | | | | | | | |
| **Opening:** Teacher will place a set of objects on a table and will also place objects used as non-standard units of measurement on another table. | | | | | | | | | | | |
| **Main Activity:** The teacher will ask the children how the objects on the tables can be measured and take notes on what the children say. Then, will ask them if they could use the other objects to measure. What can we use? Why is it important to measure objects?. They will explore and the teacher writes about it. | | | | | | | | | | | |
| **Tier 1:** | | | | | | | | | | | |
| **Tier 2:** | | | | | | | | | | | |
| **Tier 3:** | | | | | | | | | | | |
| **Closing:** Motivate the children telling them that they’re going to inquire about how to estimate, compare and measure the length of objects. Records children’s ideas on a paper, besides the anecdotal record. | | | | | | | | | | | |